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EDUCATION WEEK

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Report Calls for 4-Year Programs To Train Teachers

A.A.C. Offers Practical, Philosophical Reasons

By Debra Viadero

WASHINGTON—Proposals to shift teacher training to the graduate level would reinforce "the current schism between liberal and professional education" and frustrate efforts to stem teacher shortages, a new report contends.

The report by the Association of American Colleges, scheduled for release this week, seeks to refocus attention on the debate over the length and nature of teacher education. Aiming to counter the approach favored by two landmark 1986 reports, the A.A.C. calls for undergraduate programs that integrate the liberal arts with professional studies and allow students to complete requirements within four years.

Such programs, it argues, are best suited to attract students majoring in the arts and sciences to teaching.

"As a primary national strategy, we're saying it makes an awful lot of sense to have students prepare for teaching while they're undergraduates," said Joseph S. Johnston Jr., the principal author of the 174-page report, *Those Who Can: Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching*

"We think it's the most effective way for increasing the number of students who go into teaching and improving the quality of their preparation," he said.

The idea of extended teacher-preparation programs gained prominence some 3½ years ago in the reports of the Holmes Group, entitled *Tomorrow's Teachers*, and the Carnegie Forum on Education and the Economy, entitled *A Nation Prepared: Teachers for the 21st Century*.

Though they differed in their emphases, both reports proposed, among other recommendations, that the undergraduate education major be eliminated and that professional training be moved to the graduate level. Under the proposals, potential teachers would be required to earn an under-

Continued on Page 10

In K.C., 'Prevention Works'

'Subtle' Anti-Drug Effort Is Hailed as Model

By Ellen Flax

KANSAS CITY, MO.—Recognized as one of the few drug-education programs to undergo rigorous scientific evaluation, Project STAR in the Kansas City, Mo., area has been heralded as one of the most promising efforts in the nation's war on drugs.

Already well known to drug-education specialists, the program received an added boost in September when President Bush spotlighted Project STAR as a model in his national anti-drug strategy.

The recognition comes as schools across the nation are stepping up their efforts to make drug-education classes more meaningful by helping students develop the social skills they need to resist drugs.

Currently, the U.S. Education Department estimates that about 80 percent of all districts offer drug-education classes.

But the problem is that little is known about the effectiveness of most programs, drug-education experts agree.

"It's a sad state of affairs," said Joel Moskowitz, an adjunct associate professor of public health at the University of California at Berkeley. "I haven't seen any compelling evidence coming out of any line of research."

Despite that fact, however, the amount

Continued on Page 14

Project STAR

The anti-drug program Project STAR has undergone rigorous evaluation.

Business Leaders Challenge Bush's School Priorities

Emphasis on Choice Is Called Misplaced

By Reagan Walker

WASHINGTON—In a heated exchange with President Bush's domestic policy adviser, Roger B. Porter, several prominent business leaders active in school reform took a swipe last week at the Administration's educational priorities.

The event was significant, several observers said last week, because the Bush Administration has actively courted the business community's support in promoting its education agenda.

The spirited attack came in a lively question-and-answer session that followed Mr. Porter's Oct. 30 speech to a group of business executives and educators at a Washington seminar sponsored by *Fortune* magazine.

In his address, Mr. Porter touted parental choice as the nation's best hope for reforming its schools and argued that school improvement can be accomplished without spending more money on education.

Given an opportunity to question Mr. Porter, business leaders said that the Administration's emphasis on choice is misplaced and that the White House must provide more leadership on funding issues.

"I think choice is a wonderful idea," said Owen B. Butler, chairman of the influential Committee for Economic Development. "But I get upset when I see our nation's leaders acting as if choice will solve all the problems."

Mr. Butler, a key figure in the business-education partnership movement, was equally passionate on the funding issue. "I don't think the federal government can or should put up all the money," he said, "but we need much stronger leadership on this issue."

In response to Mr. Butler's comments, Mr. Porter said, "If money was the solution to our problems, we would have solved them long ago."

As Mr. Porter left the meeting, however, there were signs that he had felt the heat of

Continued on Page 23

States Turn to Student Performance As New Measure of School Quality

By Robert Rothman

Spurred by political and business leaders, states and the federal government are moving rapidly toward what one leading educator calls a "paradigm shift" in the way schools are judged.

Unlike in the past, when officials evaluated schools on whether they had complied with regulations governing "inputs"—such as pupil-teacher ratios, library books, and course offerings—governments are increasingly measuring school quality by how well students are performing.

President Bush and the nation's governors signaled their support for the new view at the Charlottesville, Va., summit in September. In their joint statement, the executives agreed to "establish clear measures of performance and then issue annual report cards on the progress of students, schools, the states, and the federal government."

But even before the summit, accountability was high on the agenda in state capitals throughout the nation. In fact, notes Emerson J. Elliott, acting commissioner of the National Center for Education Statistics, "a healthy majority of states can cite recent policy initiatives that, in one way or another, try to hold schools accountable for the quality of instructional processes and outcomes."

This month alone, for example:

- New Jersey officials will send to parents the state's first "report card," detailing how each of the state's schools performed on state high-school proficiency tests, elementary basic-skills tests, the Scholastic Apti-

Continued on Page 12

Also in the news

Bruce Bennett/The Houston Post

5 **Houston School in Turmoil**
District intervenes after student walkout over conditions.

Dallas Superintendent Proposes Spanish Requirement for Graduation

By Peter Schmidt

All students in the Dallas Independent School District should be required to study Spanish before graduating from high school, the district's superintendent has told the board of education.

The bold and potentially controversial proposal, which has yet to be drafted for formal consideration, is a recognition of the value of bilingualism for all students in an increasingly Hispanic region, according to Superintendent of Schools Marvin E. Edwards.

If enacted, such a mandate would make Dallas the only major U.S. district to require study in a specific foreign language for a high-school diploma, experts in language curricula said.

"We are not asking that Spanish become the dominant language," Mr. Edwards said in an interview last week. "We are just recognizing the value of Spanish for someone who resides in this part of the country and in this particular city."

"It is a language that is important for communication" throughout the region, he said.

Blacks constitute the largest single group in the 132,000-student Dallas system, accounting for 47 percent of enrollment. But Hispanics, who make up 33 percent of the student population, are the only group whose share of enrollment has been rising in recent years, district officials said.

Mr. Edwards would not specify what level of Spanish-language competence he wishes to require, or how or when a Spanish requirement would be implemented. "It's just an idea right now," he said.

The idea was one of several the school chief unveiled last month in a "state of the district" address to the board of education. Presenting what he said were his goals for the district in the 1990's and beyond, Mr. Edwards also called for requirements in English proficiency, computer literacy, and

Continued on Page 22

IN SUMMARY

Revamping Rural Education
A national conference of rural educators last week heard repeated calls for rural schools to adapt to the changing rural scene and play a more active role in their communities. **Page 4.**

Unprepared Undergraduates
College students are ill-suited for the academic rigors of higher education, lack basic skills, and do not study as hard as they should, according to professors surveyed in a new poll. **Page 5.**

Student Walkout in Houston
Houston school-district officials have developed an emergency "action plan" for the troubled Stephen F. Austin High School following a walkout last month by hundreds of students. **Page 5.**

Educators From Overseas
State education officials are reporting an upswing in programs that bring foreign educators here as consultants to help in developing language and cultural curricula. **Page 6.**

Alternative Certification
Advocates of an alternate route to teacher certification in Idaho have vowed to press the issue in the legislature next year in the wake of a defeat before the state board of education. **Page 16.**

The Costs of Desegregation
The state of Missouri would rather pay for more of Kansas City's school-desegregation plan than allow a court-ordered local-tax increase to stand, the U.S. Supreme Court was told last week. **Page 18.**

On the Fast Track
Two bills that would authorize up to $600 million to improve teacher training and recruitment are said to have a good chance of winning Congressional approval after a Senate hearing last week. **Page 20.**

Books	25
Capital Update	21
Commentary	32
Deadlines	26
Events	26
Federal File	18
Honors	26
Marketplace	27
Publishing	24
Special Education	7

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ACROSS THE NATION

STATES

Illinois School Districts Can Sue For Asbestos Damages, Court Rules

Chicago and 33 other Illinois school districts can sue asbestos manufacturers and suppliers for damages, the state supreme court has ruled.

The decision, handed down late last month, upholds a lower-court ruling that the districts may proceed with a lawsuit charging that more than 70 asbestos makers and suppliers were negligent and can be held liable for making or selling a product that they should have known was dangerous.

Susan Einspar-Wayne, a lawyer for the Chicago district, said Chicago schools will seek to recover the estimated $500 million to $1 billion that will be needed for asbestos-control projects.

■ **An order by the New York Commissioner of Education to exempt schools from some requirements of the state's school asbestos-safety law could save schools as much as $500 million**, the New York State School Boards Association has estimated.

Acting on a petition from the association, Thomas Sobol, the state Commissioner, decided that school personnel who have received 16 hours of training accredited by the U.S. Environmental Protection Agency may perform certain small-scale abatement projects.

New York regulations had required schools to hire consultants even for small asbestos-control projects.

■ **The New England Board of Higher Education has approved a plan to allow Massachusetts students to continue to receive reduced-tuition benefits at public colleges and universities in five other New England states.**

The tuition benefits were threatened by the fiscal crisis in Massachusetts, which led Gov. Michael S. Dukakis to freeze and partially veto the state's appropriation for the higher-education board. Without funding from the state, the agency was prepared to cut off services—including reduced tuition under the Regional Student Program—to Massachusetts residents.

Under the program, students from one state can attend public universities in other New England states and pay the in-state tuition rate, plus a 25 percent surcharge. The program is open to those pursuing specialized degree programs not available at public institutions in their state.

Under the plan approved by the board last month, the surcharge for Massachusetts students will be increased from 25 percent to 50 percent, thus providing funding to allow the state to remain in the Regional Student Program. The higher-education board says officials in other states probably will not increase their surcharges until the 1990-91 school year.

Even with a doubling of the surcharge, tuition for students in the program will remain substantially below out-of-state rates. For example, out-of-state tuition at the University of Connecticut is $5,820. But a Massachusetts resident who attends the school under the R.S.P. program with a 50 percent surcharge on in-state tuition will pay $2,460.

■ **Beginning in 1990, some vocational-education courses in South Dakota high schools may be used to satisfy graduation requirements**, the South Dakota Board of Education has decided.

Officials said the new policy could help reduce the dropout rate by providing new opportunities for students who shy away from such academic subjects as math, science, and English.

Under the new program, students will be able to use credits from courses in agriculture education, vocational business and office education, or vocational home economics to fulfill one requirement in each academic area.

The state board of regents must still decide whether the academic equivalent credits will meet college-entrance requirements.

■ **Officials of the Iowa State Education Association say a recent poll commissioned by their union shows a significant increase in public support for higher teacher salaries.**

Results of a statewide survey of 606 voters conducted in September and released last month show that 44 percent of voters who were polled said they thought teachers were paid too little; only 28 percent of voters surveyed in a 1979 poll responded in that way.

Seventy percent of voters in the new survey favored increased state expenditures on public schools, according to union officials.

Union officials said they would use the poll results to push for a $2,000-a-year pay increase for teachers and for a minimum starting salary of $22,000.

DISTRICTS

F.B.I. Investigates Racial Incidents At Suburban Denver High School

A series of racial incidents at a high school in Evergreen, Colo., has drawn the attention of the Federal Bureau of Investigation and sparked concern among students, school officials, and community residents.

The lone black faculty member at Evergreen High School in the Jefferson County School District in suburban Denver last month received a threatening note that included racial slurs.

Three weeks earlier, three black students transferred from the school after a group of white students claimed that they had organized students to vote for white student groups at a school "lip sync" music contest. The black students had won the contest the previous year.

Last spring, and again on a recent weekend, graffiti insulting blacks and Jews were found on school walls.

Only seven black students remain at the school, and some parents have charged that they have been harassed with racial epithets by a small but unidentified band of white students.

An F.B.I. agent visited the school late last month to gather information for the U.S. Justice Department's office of civil rights. The Colorado Civil Rights Commission is also investigating the incidents.

The school's principal has formed a task force to examine the problems, and students last week held a rally in support of racial tolerance.

"There is a great deal of concern in the community," said Marilyn Salzman, a spokesman for the district.

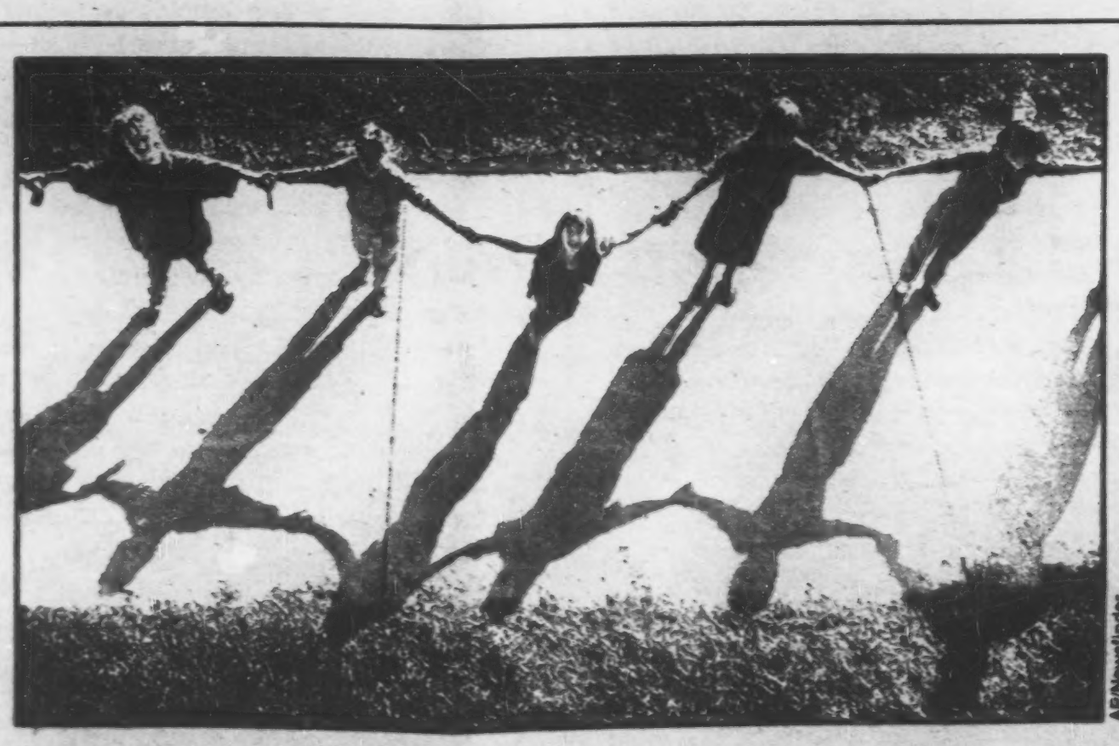
■ **Philadelphia officials are sifting through employee records following an audit that found dozens of people who were working for both the city and the school district in apparent violation of the city charter.**

The September audit by the acting city controller identified 72 people on the payrolls of both agencies. The city's charter forbids city employees from working for another public agency.

The audit also turned up cases of alleged fraud in which, for example, employees were scheduled to work at both agencies during the same hours or had allowed no travel time between jobs.

The 72 employees were among 530 employees whose Social Security numbers turned up on both the school district's and the city's payrolls in 1988, according to Connie C. McCalla, the school district's acting executive director of human resources. She said last week that both the city and the school district were poring over the original list of 530 to determine how many of those dual employments were illegal.

■ **The superintendent of the Fairfax County, Va., schools has proposed that the school day be restructured to provide a seventh class period for 7th through 12th graders and more time for music and art classes in the district's el-**



AP/Newsfinder

JOINING HANDS—Chanting "We want our world to be one that is drug free," students at Rudolph (Wis.) Elementary School join hands and circle the school on Oct. 24 in observance of "National Drug-Free America Week."

In Poll, College Faculty Say Students Are Underprepared in the Basic Skills

By Mark Walsh

College undergraduates are ill-suited for the academic rigors of higher education, are underprepared in basic skillls, and do not work as hard at their studies as they should, say a majority of college faculty members in a new survey.

More than two-thirds, or 68 percent, of the 5,000 faculty members surveyed earlier this year by the Carnegie Foundation for the Advancement of Teaching said their institutions spend too much time and money teaching students what they should have learned in high school.

Three-fourths of those surveyed said that the undergraduates in their courses are seriously underprepared in basic skills. Only 24 percent agreed that undergraduates are "now more willing to work hard in their studies," and 55 percent said students only do enough work to get by.

Education Faculty Least Harsh

Education-school faculty members were the least harsh in their judgment of students' academic preparedness, the survey data show, possibly because of their more intimate knowledge of the challenges faced by precollegiate educators, some analysts suggested.

"Faculty have always been less than fully satisfied about the academic seriousness of their students, but trendlines reported here reinforce the fact that colleges can be no stronger than the nation's schools, and that public education, despite six years of reform, is still producing inadequately prepared students," writes Ernest L. Boyer, president of the Carnegie Foundation, in a foreward to the report, "The Condition of the Professoriate: Attitudes and Trends 1989."

"There is clearly this sense of frustration and critical judgment about students," Mr. Boyer added in an interview. "The trends suggest that dissatisfaction is increasing over the years, rather than declining."

Mr. Boyer concludes in his foreward to the report that college faculty should join with precollegiate educators to help strengthen academic standards in the schools, with a special focus on the writing proficiency of students.

"It's not enough to complain," Mr. Boyer said. "These data suggest more urgently the need for partnership between schools and higher education."

College professors apparently agree, since 82 percent of respondents said faculty members in high schools and colleges should work together to improve education.

The new survey is the fourth in a series undertaken by the Carnegie Foundation, and the first since 1984, when the education-reform movement was just gaining steam. The survey does not provide longitudinal data for all questions because many were not asked in past surveys.

However, on the question of whether colleges spend too much effort teaching what students should have already learned, the survey shows that faculty are as dissatisfied today as they were in 1984, when an identical 68 percent responded "yes."

Sharp Divergence

In a series a questions related to the academic preparedness of students, faculty in education schools differed sharply from their colleagues in such disciplines as the biological sciences, business, engineering, humanities, mathematics, physical sciences, and social sciences.

For example, while 72 percent of mathematics faculty and 64 percent of all faculty agreed that too many students who are ill-suited to academic life are enrolling in college, only 40 percent of education professors thought so.

Furthermore, while 80 percent of math professors and 75 percent of all faculty said students are underprepared in basic skills, only half of education professors agreed.

And while 75 percent of physical-science professors and 68 percent of all faculty said their colleges spend too much making up for what students did not learn in high school, only 43 percent of education professors agreed.

'Interesting Contrast'

Mr. Boyer called those findings an "interesting contrast" that merits further study.

"Whether their standards are less harsh, or they have a greater understanding of the problems in the schools, is really hard for me to interpret," he said.

David G. Imig, executive director of the American Association of Colleges for Teacher Education, said education professors' perceptions may differ because they are much closer to the world of precollegiate education.

"They spend an appreciable part of their academic life back in the K-12 setting, so they have an understanding of the constraints and limitations faced by teachers," he said.

Education-school faculty, he added, "would be less prone to scapegoat deficiencies in higher education and say, 'These are the students we have. Those who had them before did the best they could, now it's our responsibility.' "

Among the survey's other findings:

- Fifty-six percent of all faculty surveyed said undergraduate education would be improved by less emphasis on specialized training and more on broad liberal education. That response rate is up from 53 percent in 1984.
- Sixty-seven percent said there has been a widespread lowering of standards in higher education. Fifty-seven percent added that undergraduate-admission standards should be increased, and 43 percent said standards for obtaining a bachelor's degree should be toughened.
- Thirty-three percent agreed that there is more alcohol abuse among undergraduates than there was five years ago, but 20 percent disagreed.
- Thirty-three percent said there is more drug abuse by students than five years ago, but 25 percent disagreed.

Copies of the survey are available for $12 each from Princeton University Press, 3175 Princeton Pike, Lawrenceville, N.J. 08648.

Attitudes of College Faculty On Student Preparation, Standards

	Agree	Neutral	Disagree
The undergraduates with whom I have close contact are seriously underprepared in basic skills:			
All Faculty	**75%**	**9%**	**15%**
Department			
Biological Sciences	75	7	18
Business/Communications	75	11	14
Education	**50**	**21**	**28**
Engineering	69	15	17
Humanities	79	7	15
Mathematics	80	10	10
Physical Sciences	72	13	15
Social Sciences	76	8	16
Other	79	8	13
Most undergraduates at my institution only do enough to get by:			
All Faculty	**55%**	**12%**	**33%**
Department			
Biological Sciences	54	11	35
Business/Communications	54	11	35
Education	**33**	**21**	**46**
Engineering	49	13	38
Humanities	62	8	30
Mathematics	55	20	26
Physical Sciences	59	10	31
Social Sciences	68	12	20
Other	50	13	37
There has been a widespread lowering of standards in American higher education:			
All Faculty	**67%**	**15%**	**18%**
Department			
Biological Sciences	71	12	17
Business/Communications	66	13	21
Education	**48**	**20**	**32**
Engineering	63	22	14
Humanities	72	13	15
Mathematics	63	21	16
Physical Sciences	70	15	15
Social Sciences	67	18	16
Other	65	15	20

SOURCE: Carnegie Foundation for the Advancement of Teaching

Houston Officials Develop 'Action Plan' for School After Students Walk Out To Protest 'Benign Neglect'

By Ann Bradley

The Houston Independent School District has developed an emergency "action plan" for Stephen F. Austin High School following a walkout last month by hundreds of students at the school, which has been in turmoil since classes opened.

The demonstration on Oct. 20 by approximately 800 of the school's 2,881 students was sparked by weeks of confusion over scheduling and lack of textbooks, district officials said.

But community leaders and the president of the local teachers' union said the incident also reflected the overcrowding and high dropout rates that plague schools in Houston's rapidly growing Hispanic East Side.

"It's been coming for a long time," said Gayle Fallon, president of the Houston Federation of Teachers. "It's a problem of 20 years of benign neglect of the schools, and of a shifting population."

In addition to overcrowding at Austin, which was designed to hold 2,506 students, "the three middle schools [that feed Austin] are all bursting at the seams," Ms. Fallon added.

The student unrest at Austin spread to Stonewall Jackson Middle School on Oct. 30, when between 75 to 100 students left campus. The students, who knocked over trash cans in the neighborhood, tried to enter the Austin campus but were prevented by security guards, according to Rea Griffin, the district's director of media relations.

Eventually, the students commandeered a beer truck and began throwing beer cans, Ms. Griffin said. They were returned to the school, where they faced disciplinary action.

Principal Reassigned

Since the walkout, Austin's principal, Otilia Urbina, has been reassigned to an administrative position writing grant proposals.

"There was not a good administrative match there at the school," Ms. Griffin said.

In Ms. Urbina's place, a 12-member task force of administrators, overseen by a district monitor, has been assigned to manage the school.

Ms. Urbina, a former elementary-school principal, was named principal of the troubled school in March, after working in health education at a local hospital.

Before her appointment, a similar district team ran the school, which is 93 percent Hispanic and whose students score below average on state basic-skills tests. The school's dropout rate is 18.8 percent, according to the district.

The protest was fueled by weeks of confusion during which students' schedules repeatedly were changed. Some students were assigned to classrooms that turned out to be restrooms or broom closets.

Students also complained they lacked textbooks and basic supplies.

"We had children in their senior year who were put into classes they'd already had," Ms. Fallon said. "We have lost five weeks of school in a school with a tremendously high dropout rate."

Action Plan

In response to the student protest, Joan Raymond, the district's superintendent, and other district officials met throughout the weekend to draft an "action plan" for the school.

The following Monday, 35 counselors were assigned to the school to meet with students who had scheduling problems. With the exception of one Spanish textbook, the necessary books for the school year also were delivered to the school that week, Ms. Griffin said.

In response to students' complaints about a lack of bilingual counselors, the district has asked the Texas Education Agency for permission to place certified bilingual teachers in counseling positions at Austin until certified bilingual counselors can be hired.

An "at-risk coordinator" also has begun to work with students in danger of dropping out.

Austin's honors, magnet, and English-as-a-second-language programs are scheduled to be "reviewed and expanded to meet student interest and ability," according to the district's plan. The extracurricular program also will be reviewed and "expanded wherever possible."

The school is slated to receive $4 million in improvements next year.

An Austin High School Reform Committee, consisting of students, staff, parents, and community members, is being created as a permanent forum for developing recommendations for school improvement.

Students who participated in the walkout, which was described as orderly and well-planned, will be excused for their absence, provided they make up missed schoolwork, the district has announced.

Teachers Sympathetic

Ms. Fallon said teachers at the school generally supported the student protest because they share the same complaints.

In mid-September, 70 of Austin's teachers signed a petition to Ms. Urbina listing 106 areas that needed improvement, Ms. Fallon said.

The complaints included lack of paper, textbooks, and chalk; overcrowded classes of up to 60 students each; a computer class that was assigned to a room with no electrical outlets; and overcrowding in the cafeteria, which was designed to acommodate 750 students but frequently was used by up to 900, Ms. Fallon said.

"What we got back was, 'Give me time,' " said Ms. Fallon, who faulted the school system for assigning a former elementary principal to a complex high school like Austin.

The troubles at Austin were the subject of a recent meeting between the Houston Hispanic Forum—a nonprofit community agency—Ms. Raymond, parents, students, local politicians, and school-board members.

Dorothy Caram, president of the forum, described the meeting as calm, but said Hispanic parents are becoming increasingly aware of the educational problems.

The students' parents, she said, "are very concerned, because they want their students to come out of there with an education, and not just be given a degree."

Roman Martinez, a state representative from Houston's east side, agreed. "We have students who are telling us, 'We want to get a good education.' They say, 'You're not giving us the resources.' "